



NOTRE DAME
OF MARYLAND
UNIVERSITY

April 13, 2021

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

Pursuant to COMAR 13.B.02.03.03D(1) & 13B.02.03.06, Notre Dame Maryland University is pleased to submit a proposal a new Post Bachelor's Certificate (PBC) in Leadership in Teaching: Social Emotional Learning and Flourishing. Data connecting teachers' lack of preparedness with student's underperformance supports the need for educators to be equipped with the professional skills, expertise, and dispositions to respond to student needs and Leadership, especially in light of the demands resulting from COVID-19. NDMU's proposed PBC program will provide an opportunity for the next generation of connected educators and leaders to receive the training necessary to lead students into an ever-changing, unpredictable future. As proposed, PBC program will be within the framework of the existing School of Education, Leadership in Teaching program. The proposed Post Bachelor's Certificate (PBC) will be a 15-credit-hour stackable credential that is non-residence-based, and aimed at the working professional.

Accessibility and affordability of education will be maintained, as the University does not charge out of state tuition. The Maryland Higher Education Commission State Plan: *Increasing Student Success with Less Debt 2017-2021* goals and strategies call for Access, Success and Innovation. The proposed program will provide a high quality affordable degree program that fosters innovation and includes support services to ensure student success. The curriculum and support services are designed to facilitate on-time degree completion, include career planning and advising, and provide innovative pedagogies.

Institution: Notre Dame of Maryland University
Program: Leadership in Teaching: Social Emotional Learning and Flourishing
Degree: Post Bachelor's Certificate (PBC)
Contact person: Suzan Harkness. Associate Vice President for Academic Affairs and Assessment
410-532-5316, sharkness@ndm.edu

If you have any questions about this new program, please do not hesitate to call. Thank you in advance for consideration of this proposal. Please find a check in the amount of \$250.00 enclosed.

Sincerely

A handwritten signature in cursive script that reads "Sr. Sharon Slear".

Sr. Sharon Slear, Ph.D.
Provost and Vice President for Academic Affairs



Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal

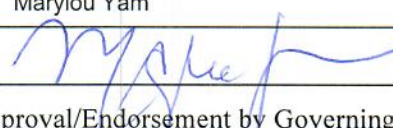
Notre Dame of Maryland University

Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input checked="" type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment ☒ Yes Payment ☐ R*STARS #
Submitted: ☐ No Type: ☒ Check #

Payment Amount: \$600 Date Submitted: 10/6/2021

Department Proposing Program	School of Education
Degree Level and Degree Type	PBC
Title of Proposed Program	Social Emotional Learning and Flourishing
Total Number of Credits	15
Suggested Codes	HEGIS: 80100.00 CIP: 13.0100
Program Modality	<input checked="" type="radio"/> On-campus <input checked="" type="radio"/> Distance Education (fully online)
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources
Projected Implementation Date	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer Year: 2022
Provide Link to Most Recent Academic Catalog	URL: http://catalog.ndm.edu/graduate-catalog
Preferred Contact for this Proposal	Name: Suzan Harkness
	Title: Associate Vice President for Academic Affairs
	Phone: (410) 532-5316
	Email: sharkness@ndm.edu
President/Chief Executive	Type Name: Marylou Yam
	Signature:  Date: 10/06/2021
	Date of Approval/Endorsement by Governing Board:

Revised 1/2021

Post Bachelor's Certificate (PBC) in Leadership in Teaching: SEL and Flourishing Proposal

Executive Summary

Pursuant to COMAR 13B.02.03.03D, Notre Dame Maryland University ("NDMU" or "the University") is proposing to offer a new Post Bachelor's Certificate (PBC) program in Social Emotional Learning and Flourishing (proposed HEGIS: 080100; proposed CIP:13.010). Notre Dame currently offers the Master of Art degree in Leadership in Teaching in areas including Leadership in Special Education and Culturally Proficient Leadership that are not offered at other institutions. We focus on expanding the knowledge and skills of teachers while building their capacity to teach using evidenced based and student-centered pedagogy. Our numerous MA programs in Leadership in Teaching develop leadership skills in collaboration, decision making, problem solving, communicating effectively, and planning and managing change through a combination of theory and practice. Adding this new PBC to the curricular offerings will add depth and expand opportunities for teachers.

Given the current mental health and well-being challenges of our children and young adults, the need for comprehensive social and emotional learning (SEL) education is clear. Studies have found that teachers feel either moderately or poorly prepared to support students' emotions (Onchwari, 2010). Moreover, students' SEL is not only directly influenced by the pedagogical skills of their teacher, but also by their teachers' social emotional competence (Jones & Bouffard, 2012). As such, it is imperative that colleges and universities equip educators with the skills and expertise to not only respond to student social and emotional needs, but also provide teachers with knowledge and practices to flourish themselves. NDMU's proposed PBC program will provide an opportunity for the next generation of educators to receive the training necessary to create a learning environment that "maximizes academic success and social-emotional well-being" (Maryland Register, 2019).

The proposed Post Bachelor's Certificate (PBC) program in Social-Emotional Learning and Flourishing will be a 15-credit-hour (12 required credits; 3 elective credits) set of online and face-to-face courses that draw from existing curriculum and MA programs within the School of Education.

This proposed certificate is a stackable credential that is non-residence-based, and aimed at the working professional. Establishing this new PBC program further exemplifies the University mission, vision, and goals, and creates opportunities for students to develop collaborative practice and competencies to work successfully in the dynamic and changing landscape of preK- 12 and higher education.

The following academic proposal describes the market need, the design, the curriculum, the student learning outcomes, the evaluation plans to ensure quality, and the resources needed to launch the PBC program. The budget indicates the strong likelihood of success in meeting the students' learning goals and the effectiveness of the certificate.

A. Centrality to institutional mission statement and planning priorities

The mission of Notre Dame of Maryland University ("NDMU" or "the University") is "to educate leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University promotes the advancement of women and provides a liberal arts education in the Catholic tradition. Notre Dame challenges women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility" (<http://www.ndm.edu/about-us/mission-social-responsibility>).

Notre Dame has developed a well-defined niche among Maryland institutions educating teachers through deep connections with patients, students, colleagues, and the discipline of education. The

Post Bachelor's Certificate (PBC) in Leadership in Teaching: SEL and Flourishing Proposal

proposed program is inspired by the longstanding commitment of our founding School Sisters of Notre Dame to the underserved and features a unique focus on caring for persons from populations who are underserved in Maryland. The Post Bachelor's Certificate (PBC) program in Social Emotional Learning and Flourishing is in alignment with the mission and strategic plan of the university as well as the mission of the School of Education. Moreover, the idea of flourishing is central to Catholic intellectual tradition and social teaching (Annett, 2016) and prioritizes not only living well and actualizing one's potential through personal development, but also helping others find a sense of purpose and a sense of community. Changing demographics of society within which colleges and universities exist support and demand the need for educators to be trained in content and pedagogy specific to social-emotional learning and flourishing. Notre Dame of Maryland University seeks to offer a Post Baccalaureate Certificate (PBC) program in Social Emotional Learning and Flourishing to meet these needs. The certificate with its emphasis on social-emotional learning, flourishing, trauma-informed practices, positive behavior supports, and culturally responsive teaching will prepare teacher leaders to create learning environments that support and enhance students' social and emotional wellbeing.

The certificate was developed with input from faculty and professionals who, from their own extensive teaching experience in underserved school environments, understand the need for, and value of, this certificate to support community need and to provide access to these in-demand skills. Maryland's citizens will benefit from an expanded pool of emotionally competent and well-prepared professionals with the knowledge, skills and dispositions to address the increasing challenges of culturally diverse communities, schools and institutions of higher learning.

The University's Strategic Plan, *Going Beyond: Vision 2025*, calls for the institution to "Advance Inclusive Transformational Education" and "Expand Community and Global Partnerships." These goals include initiatives to evaluate and respond to market demand by developing innovative programs where the workforce need is great. Moreover, the university mission statement identifies as a core value the goal to "foster intellectual and professional excellence." Notre Dame of Maryland University in its vision sets out "to be recognized as a preeminent Catholic University for integrating innovative programs in the arts and sciences with professional programs, for inspiring students to lead and serve globally, and for promoting the advancement of women" (<https://www.ndm.edu/about-us/accreditation-strategic-plan/strategic-plan>).

The PBC program enacts the mission, vision, and strategic plan of the university through curricula that mixes instructional engagement and experiential opportunities while building upon a strong foundation in liberal arts, the catholic intellectual traditions, and social teaching. The program maximizes professional competence in educational leadership and will provide students an innovative educational opportunity in alignment with the University's strategic goals and mission.

The curriculum of the Post Baccalaureate Certificate (PBC) program in Social Emotional Learning and Flourishing creates societal impact through the:

- Preparation of critical thinkers who are dedicated to serving under-represented communities and populations.
- Advancement of trained professionals who are adept in incorporating theory and evidence-based practice in the design of socially responsible and collaborative practices that lead to safe and affirming learning environments.

Post Bachelor's Certificate (PBC) in Leadership in Teaching: SEL and Flourishing Proposal

- Development of teachers who are knowledgeable in the frameworks and theories of social-emotional learning and human flourishing and who are able to integrate those frameworks and theories into an effective learning program and positive outcomes for students;
- Advancement of trained professionals who are adept in designing instructional environments that accommodate inquiry-based pedagogies, meet institutional goals of inclusivity and sustainability, and support interdisciplinary collaborations.

The design of the curriculum and admission processes addresses the *Maryland State Plan for Postsecondary Education, 2017-2021*. The PBC program in Social Emotional Learning and Flourishing will use a holistic admissions process to select a talented and diverse student body thereby supporting the State's minority student achievement goals. Accessibility and affordability of education are a foundation of the University's heritage and identity, and the University does not charge out of state tuition.

As the proposed PBC will be within the framework of the School of Education Leadership in Teaching programs and existing full-time faculty will teach the majority of the courses- there will be minimal financial impact upon the existing budget to launch and sustain this program.

NDMU is committed to providing the resources for administrative and financial management for the proposed PBC program. Administrative and faculty salary support exists within the Leadership in Teaching program and the School of Education. NDMU is committed to offering and providing opportunities for completion of the PBC program. If the program should be discontinued, NDMU would develop and implement a teach-out of the program and provide the necessary courses and resources to allow students completion on schedule.

The administration provides ongoing administrative, financial and technical support of all academic programs and will do so with the new PBC in Leadership in Teaching: Social Emotional Learning and Flourishing program. Students will be able to complete the 15- credit-hour certificate efficiently in three (3) semesters. Courses are offered every year; are developed and offered in an online compressed format; and run 8-weeks during fall and spring semester; and 1-week and 5-week sessions during the summer. Courses would be offered year-round allowing students to easily complete their certificate efficiently.

B. Critical and compelling regional or statewide need as identified in the State Plan

The need for social emotional learning (SEL) and flourishing has been documented in a number of recent reports and is reflected in national, state and local statistics with regard to our nation's mental health among both youth and adults. Specifically, more students than ever are showing signs of loneliness, depression, anxiety, and disconnection. It is estimated that up to one out of five children in the United States has a mental health disorder and that the rate of depression among teenagers has increased by 60% since 2010 (Twenge et al., 2019). Suicide is the second leading cause of death among adolescents (CDC, October, 2020). These issues have only increased given the recent COVID-19 pandemic (CDC, August 2020). Moreover, research points to the impact of trauma and adverse child experiences (ACEs) as contributing factors to these statistics.

According to the Center for Disease Control, about 61% of adults report experiencing at least one adverse childhood experience (ACEs) such as chronic neglect and family violence, and nearly 1 in 6 reported they had experienced four or more types of ACEs. Adverse childhood experiences have been linked to chronic health problems, mental illness, and substance misuse in adulthood. Moreover, ACEs can negatively impact future education and job opportunities (CDC, April, 2020). Not only does trauma

Post Bachelor's Certificate (PBC) in Leadership in Teaching: SEL and Flourishing Proposal

impact our students, but adverse childhood experiences impact teachers as well. Lastly, teachers who work with youth who have experienced trauma experience secondary-traumatic stress (Walker, 2019). The American Federation of Teachers (2015) found that 78% of teachers reported feeling “physically and emotionally exhausted.” Given that adults are responsible for teaching children, the social, emotional, and mental health of both populations needs to be addressed and supported. The need for SEL and flourishing efforts in Maryland schools is further highlighted by the introduction of House Bill 1601 (see: <https://legiscan.com/MD/bill/HB1601/2018>), which would expand the use of trauma-informed approaches in Maryland schools.

The Maryland school districts are in critical need of emotionally competent teachers within the various school districts. It has been long documented that building positive relationships with students is foundational to effective teaching, but less is known about the association between teacher’s wellbeing and student outcomes. Research has found a link, however, between teacher-reported misbehavior and teacher well-being (as measured by exhaustion and enthusiasm), but that this link is mediated by a positive teacher-student relationship (Aldrup, 2018), suggesting that teachers who are able to regulate their emotions have the capacity to build positive relationships with students and may not encounter (or perceive) as much misbehavior as teachers who are less emotionally competent. A key objective of one of the district’s Master Plan is to “provide students with qualified and competent staff” in order to increase students’ academic achievement. In order to support students, however, teachers need to be well. But being “well” or having mental “health” is not just the *absence* of mental illnesses like depression or anxiety (Westerhof & Keyes, 2010), rather it is the *presence* of mental health. Individuals who have high mental health and who are “well” in their emotional, psychological, and social functioning are said to be “flourishing” (Keyes, 2010). And, although flourishing is an outcome that many would like to achieve, few have ever been explicitly taught *how* to flourish.

The Maryland State Board of Education recognized the importance of social-emotional learning when it included “social emotional well-being” in the definition of educational equity in the *Educational Equity in Maryland* regulation passed in 2019. MSDE was directed to provide structures and supports to the local school districts that were required to develop equity policy, develop and implement initiatives, provide professional learning and evaluate the impact of equitable practices. An MSDE presentation to the State Board in September, 2020, focused on Maryland’s vision for social and emotional learning, SEL statewide training and exemplar projects from local school districts. In addition, federal policy has begun incorporating social, emotional, and behavioral factors into education accountability metrics (e.g., ESSA: *Every Student Succeeds Act*), and into school climate initiatives such as anti-bullying and positive behavior supports initiatives (e.g., PBIS).¹ These discipline reform foci are increasingly influencing the day-to-day practice of schools, teacher preparation, and work communities. Over the past two decades a significant amount of research has documented the consensus that high-quality, evidence-based social and emotional learning (SEL) programs produce positive outcomes for students, including improved behavior, attitudes, and academic performance (Durlak et al., 2011).² The proposed PBC curriculum is closely aligned with the Maryland model and would prepare candidates to be grade, school or district leaders in social emotional learning by offering formal coursework which will deepen teachers’ content knowledge about SEL and flourishing; expose them to frameworks and hands-on activities that promote

¹ <https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>

² Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.

Post Bachelor's Certificate (PBC) in Leadership in Teaching: SEL and Flourishing Proposal

skill development and knowledge of the processes of SEL and flourishing; and assist them to design classroom environments that promote social-emotional learning and flourishing.

This proposed PBC presents an opportunity to stack a certificate onto an existing career or degree and is unique in the State of Maryland, presenting working professionals and students an opportunity to advance their specialized skills. NDMU's proposed PBC program will provide a strong foundation of skills that are applicable to SEL education and a wide range of other industries and sectors, including research, analytical thinking, leadership and outreach. Moreover, stackable degrees provide students shorter paths to advancing to school or district leadership positions. With these skills, graduates of the program have the capacity to transform a pathway to career change or promotion. Lastly, the stackable certificate appeals to students who want to work full-time while earning additional credentials that stack upon each other and upon existing degrees or serve as on-ramps into a new degree.

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and state.

Economists have found that despite the soaring cost of attending college, the financial benefits of higher education still outweigh the expenses (<https://www.bls.gov/opub/mlr/2014/beyond-bls/isa-colleg-degree-still-worth-it.htm>). In fact, although students have been paying more to attend college—trends that have led many observers to question whether a college education remains a good investment, an analysis of earnings since the 1970's demonstrates that a college degree leads to higher lifetime earnings. Researchers conclude that college remains a good investment because the wages of those Americans without a degree have been falling, keeping the college wage premium near an all-time high.

The Maryland Public School System is in critical need of highly-qualified and effective teachers within the various school districts, especially at the middle and secondary school level. A key objective of one of the districts Master Plan is to "provide students with qualified and competent staff" to increase students' academic achievement. The NDMU's proposed PBC will provide a strong foundation of skills to current and future educators, and to help Maryland achieve its strategic goals of increasing its well-skilled teacher labor force. Moreover, teachers with additional skill sets can demand higher pay.

According to the Bureau of Labor statistics an entry level teaching job will offer on average \$60,660 to qualified teachers who earn a bachelor's degree. Overall employment of kindergarten and elementary school teachers is projected to grow 4 percent from 2019 to 2029, about as fast as the average for all occupations; however, urban school districts like Baltimore will see increased employment growth opportunities. According to Glassdoor, there are 4,353 available jobs that include the title Social Emotional Learning across the United States, and Zip Recruiter lists over 1000 jobs in and around Baltimore that include Social Emotional Learning in the position description and 149,200 positions across the United States that include the words Social Emotional Learning in the position description.

With the short and long-term employment impact of COVID-19, along with the social, emotional and mental health impacts that COVID-19 has had upon students, the continued demands to teach students remote and with highly flexible modalities will likely continue. Providing teachers with the skills to address social emotional learning and flourishing is highly important. "The COVID-19 crisis revealed the unpreparedness of education systems, infrastructure, educators and learners for distance learning, and the fragility of adult literacy programmes."³ Investing in all levels of education and especially teacher

³ <https://en.unesco.org/news/literacy-teaching-and-learning-covid-19-crisis-and-beyond-heart-international-literacy-day>

Post Bachelor's Certificate (PBC) in Leadership in Teaching: SEL and Flourishing Proposal

training is vital to ensure we cater to the neediest. It is especially vital in urban and inner-city schools where economic divides often determine which schools have greater support systems to address the emotional needs of students. The recent Covid-19 crisis has been a stark reminder of the existing gap between policy discourse and reality, and the needs to ensure teachers are trained to spot, refer, and support students during these unprecedented times.

The Maryland Public School System is in critical need of highly-qualified and effective instruction infused with teachers skilled in technology literacy and online pedagogy within the various school districts, especially at the middle and secondary school level. A key objective of one of the districts Master Plan is to "provide students with qualified and competent staff" in order to increase students' academic achievement. There are a variety of factors that have led to the current shortage of effective technology teachers and leaders within the school system. These teachers come with many years of previous teaching experience and a strong content knowledge, but they often lack understanding of effective, hands-on classroom strategies, including differentiation and implementation of instructional technologies. However, international teachers are eager to participate in professional development and become better teachers. With a limited pool of effective science teachers, the Maryland public school systems must aggressively compete for prospective science teachers. With school districts and other job markets all fighting for the "best and the brightest," potential teachers can "shop around" for the institution that can offer them the best teaching environment. Having a program such as the PBC to develop the social and emotional skills in teachers will serve as important protective factor in the face of negative life events or chronic stressors (Buckner, Mezzacappa & Beardslee, 2003; 2009)⁴ and support general wellbeing, such as job and financial security as well as overall health on the job.⁵

D. REASONABLENESS OF PROGRAM DUPLICATION, IF ANY

According to the MHEC program inventory, there are no programs in Maryland that focus on flourishing as professional development for teachers.

Additionally, given the documented challenges and stressors within the K-12 world precipitated by the pandemic and its effects during the transition to online learning, it stands to reason that the need/demand for a program that emphasizes wellness and flourishing for teachers would exceed the capacity of the program to meet that need.

E. RELEVANCE TO THE IMPLEMENTATION OR MAINTENANCE OF HIGH-DEMAND PROGRAMS AT HBIs

NDMU's proposed PBC is not in direct competition with any high demand program at an area HBI. There are currently no comparable programs offered at a Maryland HBI in the NDMU market.

F. RELEVANCE TO THE SUPPORT OF THE UNIQUENESS AND INSTITUTIONAL IDENTITIES AND MISSIONS OF HBIs

NDMU's proposed PBC does not negatively impact or impede support of the unique institutional identity and mission of Maryland's HBIs.

⁴ Buckner, J. C., Mezzacappa, E., & Beardslee, W. R. (2003). Characteristics of resilient youths living in poverty: The role of self-regulatory processes. *Development and Psychopathology*, 15(1), 139-162., and Buckner, J. C., Mezzacappa, E., & Beardslee, W. R. (2009). Self-regulation and its relations to adaptive functioning in low income youths. *American Journal of Orthopsychiatry*, 79(1), 19-30.

⁵ <https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>

Post Bachelor's Certificate (PBC) in Leadership in Teaching: SEL and Flourishing Proposal

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

The Post Baccalaureate Certificate (PBC) in Social Emotional Learning and Flourishing is designed to prepare professionals to be equipped to provide SEL and flourishing education in a globally diverse society with skills in pedagogy, management and leadership.

The PBC program in Social Emotional Learning and Flourishing will include highly engaged and experiential opportunities while building upon a strong foundation in liberal arts, the Catholic intellectual traditions and social teaching. The program maximizes professional competence in educational leadership and will provide students innovative educational opportunities to address shifting demands in education. Upon completion of the program, the PBC candidates will know and be able to demonstrate content knowledge, skills, and beliefs in the following:

- Increased efficacy of teachers in the program to support their own well-being and also teach SEL content to their students;
- Practice and vision of thoughtful and effective SEL education;
- Design instructional environments that accommodate inquiry-based pedagogies, meet institutional goals of inclusivity and sustainability, and support interdisciplinary collaborations;
- Development of authentic learning experiences focused on SEL education;
- Development of beliefs surrounding the teaching and learning of SEL standards of practice as it relates to the relationships between the curriculum and responsibilities of the educator and how to effectively address them; and
- Develop, implement, and analyze SEL learning experiences regarding their focus on Maryland State recommendations for SEL.

The proposed launch date of the program will be Fall 2021. The program consists of 15 credit hours, which may be completed within one academic year. Students would enroll in two courses in the Fall and Spring term and one course in the Summer session.

The PBC Program aims to improve SEL education effectiveness and efficiency by empowering educators as change leaders who possess, to a high degree, breadth and depth of relevant knowledge, analytics, critical skills and the principled perspectives that will enable them to be leaders in education to address and administer within the needs of schools with increasingly diverse populations.

Student Learning Goals

The PBC student learning outcomes for the program are evaluated through course level evaluation, curricular level evaluation, faculty evaluation, and program evaluation.

- Each course is evaluated at the conclusion of the grading period. Feedback is shared with faculty, chairs, deans, and the provost.
- Faculty are evaluated annually by their department chairperson as provided for in the NDMU faculty handbook, and this will continue for full-time faculty teaching in the MA program.
- Adjunct faculty teaching at NDMU are evaluated through peer observation and feedback during their first two semesters at the university using criteria for best practices in teaching and learning. Student course evaluations are reviewed each semester by the associate dean.

Post Bachelor's Certificate (PBC) in Leadership in Teaching: SEL and Flourishing Proposal

- The University Assessment Plan at NDMU guides the assessment of student learning outcomes at all levels of the institution. Every course syllabus must contain learning outcomes for the program and the course, and assess those outcomes every year.
- Departments prepare and submit an annual student learning outcomes assessment report, which is reviewed by the University Assessment Committee. Feedback for these reports is provided to the chairs and the faculty at department and individual meetings. All requests for resource allocation and budget change must be supported by assessment data, including course-based outcomes results.
- Each academic program is included in a program review assessment rotation and assessed every three to five years.

List of courses with title, semester credit hours and course descriptions, along with a description of program requirements

PB-Certificate Courses: 15- Credit Hours (4 core-courses; *1 elective)

EDUXXX	Social Emotional Learning and Flourishing
EDUXXX	Trauma Informed Instruction
SPE-524	Positive Behavior Supports
EDUC511	Culturally Relevant Pedagogy
*EDUC-523	Executive Functioning and Critical Thinking Skills for College and Career Readiness
*EDGT-501	Affective Characteristics of Diverse Gifted and Talented Learners

COURSE DESCRIPTIONS

EDU-XXX- Social Emotional Learning and Flourishing

(3 Credits)

This course addresses the theories, frameworks, and practices of social emotional learning (SEL) and human flourishing to enable educators and leaders in the creation of classrooms and schools that support the comprehensive well-being of individuals within the school community. Students in this course will learn how to implement strategies to support the social, emotional, and mental health of individuals within schools. This course will focus on developing essential skills for the classroom and beyond.

EDU-XXX Trauma Informed Instruction

(3 Credits)

Helps classroom teachers, school counselors, and other educational personnel understand and gain strategies to reach and teach students who have been affected by stress, trauma, and/or violence. Participants will learn the signs and symptoms of stress and trauma and explore how stress, violence, and trauma affect a student's learning, cognitive brain development, and social-emotional development. The short- and long-term consequences of being exposed to stress, trauma, or violence, as well as the social and family causes, will be reviewed. The dynamics of domestic violence and community violence are also discussed, as well as the educator's role in the prevention and intervention of violence. Therapeutic practices, such as arts integrated instruction and other approaches, will be discussed.

SPE-524 Positive Behavior Supports

(3 Credits)

This course is designed to provide students with the knowledge and skills necessary to organize an effective learning environment, conduct a functional behavior assessment, and develop a multi-tiered behavior plan based on results of those assessments utilizing the principles of positive behavior support, restorative practices, and trauma informed approaches.

Post Bachelor's Certificate (PBC) in Leadership in Teaching: SEL and Flourishing Proposal

EDUC-511 Culturally Relevant Pedagogy

(3 Credits)

This course challenges candidates to evaluate curriculum, pedagogy, and the school environment to determine how curricular and pedagogical choices can reproduce inequalities or promote success for all students.

***EDUC-523 Executive Functioning and Critical Thinking Skills for College and Career Readiness**

(3 Credits)

This course is focused on a deep understanding of executive functioning and critical thinking skills. We will explore various definitions and perspectives including development and problems associated with deficits. The main perspective will be an educational approach in order to apply strategies to support and strengthen skill development with an emphasis on helping children to achieve college and career readiness. Through course activities and assignments, participants will have the opportunity to practice and experience effective instructional approaches.

***EDGT-501 Affective Characteristics of Diverse Gifted and Talented Learners**

(3 Credits)

Examines the social and emotional well-being of gifted and talented students. The role of families, communities and environment and the ways in which they address the needs of those with gifts and talents is researched and discussed. The learning styles of individuals with gifts and talents are discussed.

H. Adequacy of Articulation

If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

There are no specialized accreditation or graduate certification requirements associated with this PBC program.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11)

Notre Dame of Maryland has adequately trained and credentialed full-time faculty to support this new degree program. Existing and any new faculty who teach online for this program will be required to comply with NDMU's online course design and delivery policy, which uses Quality Matters criteria for all online courses and programs, and requires online course development or online teaching pedagogical training for online faculty. In the second year of the program, NDMU School of Education will hire one additional faculty member who will teach two courses in the proposed new MA program.

Faculty Name and Rank	Terminal Degree	Full or Part-time	Courses Taught
Kristine E. Larson Assistant Professor	Ed.D., Special Education Johns Hopkins University.	Full-time	SPE 546 Methods of Teaching Students in Special Needs SPE 576 Communication Skills for the School-based Professional *Would teach proposed course entitled <i>Social Emotional Learning & Flourishing</i>
Stephanie Savick Associate Professor	Ph.D. Instructional Leadership for Changing Populations, Notre	Full-time	EDUC 511 Culturally Relevant Pedagogy EDU 567- Learning Theory and Practice

Post Bachelor's Certificate (PBC) in Leadership in Teaching: SEL and Flourishing Proposal

	Dame of Maryland University		
Andrew Moore Assistant Professor	Ph.D., History, The Catholic University of America	Full-time	EDGT-501 Affective Characteristics of Diverse Gifted and Talented Learners EDGT 505 Strategies for the Education of Gifted and Talented Students
Rosemary Poling Assistant Professor	M.Ed., Special Education, Kennesaw University	Full-time	EDU 519 Human Development and Learning SPE 524 Positive Behavior Supports
Monique Yates Associate Faculty	M.S., Special Education, Johns Hopkins University	Part-time	SPE 526 Special Education for the Classroom Teacher SPE 543/544 Assessment of Special Needs Populations *Would teach <i>EDUC-523 Executive Functioning and Critical Thinking Skills for College and Career Readiness</i>

J. ADEQUACY OF LIBRARY RESOURCES

The Loyola Notre Dame Library (LNDL) is open seven days a week during the fall, spring, and summer semesters. The LDNL provides information services and resources to support the academic programs and educational concerns of Notre Dame of Maryland University and Loyola University Maryland. Through the Library's website, faculty, students and staff may access an extensive array of books, journals, databases, and streaming video to support research, teaching, and learning. Additionally, the Library provides access to collections at other partner libraries:

- The University System of Maryland and Affiliated Institutions Consortium provides access to over nine million items at 17-member libraries.
- The Eastern Academic Libraries Trust (EAST), a print archive that guarantees access to six million volumes via Interlibrary Loan.

Assistance Provided

- Students, faculty and staff may request help in-person, via email, instant messaging, and telephone.
- Online chat reference is available 24 hours a day, seven days a week.
- Information about copyright is available through a resource guide, workshops and individual consultations provided by a librarian in the Copyright Information Center.

Other Library Resources

- There are 693 individual seats available for studying, in addition to the learning spaces below:
- A 100-seat auditorium
- Two computer instructional labs, Lab A has 20 seats; Lab B has 30 seats
- The Collaboratory at the Library, an active learning space that accommodates up to 22 students in a flexible environment
- A 24-seat screening room

Post Bachelor's Certificate (PBC) in Leadership in Teaching: SEL and Flourishing Proposal

- Café and a multi-functional gallery used for events and flexible study space
- Group study areas
- Seminar rooms
- Ninety-one (91) computers with Microsoft Office and access to the Internet
- Adaptive technology mainstreamed throughout the Library to provide access for disabled users
- Makerspace, a technology-rich environment that fosters creation, innovation, and collaborative learning.

Databases LNDL Currently Provides

The Loyola Notre Dame Library currently provides students online access to 193 databases across all areas of academic disciplines. Students in this proposed PBC program would have full access to these online searchable resources.

K. ADEQUACY OF PHYSICAL RESOURCES, INFRASTRUCTURE, & INSTRUCTIONAL EQUIPMENT

Technology Support

NDMU's Offices of Information Technology (IT) and Faculty Resource Center (FRC) serves to design, implement and maintain all systems, services and technology-enabled teaching/learning facilities used by the university. Full-time Directors of IT and FRC oversees a team of information systems specialists and technical support staff. The Offices manage all campus administrative systems used for enrollment, student records management, financial aid and business operations. IT and the FRC also supports the university's learning management systems; all local, Internet and WIFI networks; the campus telecommunications network, instructional technology, and all auxiliary systems. IT maintains desktop and laptop computers, printers, door access systems, IP 7cameras, document management, and POS systems.

Full-time IT Help Desk services students, faculty and staff as it relates to all manner of technology, applications, equipment and services used at NDMU. The IT Help Desk is trained to provide computer lab information, email and connectivity assistance, telecommunications assistance, one-card system, learning management system support, and security alerts. IT experts provide help with various computer-related tasks and applications, as well as support with selecting and downloading course-related software. In the past few years, the University focused on technology infrastructure, which has been strengthened and expanded with upgrades and new system implementation. In addition, a 24-7-365 Help Desk is available for all university constituents to support instructional technology and the Learning Management System.

Learning Management System

The University utilizes Brightspace as its University learning management system. Brightspace offers a 24/7 Help Desk for students and faculty. All faculty, including adjunct faculty, use Brightspace to post course documents, links to multi-media resources, discussion boards, and overall assignment and course grades. Some features of Brightspace include:

- Delivery and submission of course content, assignments and quizzes
- Collaboration using online discussion forums
- Communication via messaging, email and announcements
- Viewing course grades
- Storing for course files
- Submitting online course evaluations

Post Bachelor's Certificate (PBC) in Leadership in Teaching: SEL and Flourishing Proposal

Instructional Resources

L. ADEQUACY OF FINANCIAL RESOURCES WITH DOCUMENTATION

NDMU anticipates enrollment in the Post-Bachelor Certificate

	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment	10	15	20	20	25

Table 1: Program Resources

TABLE 1: RESOURCES					
Resource Categories	2020-21	2021-22	2022-23	2023-24	2024-25
1. Reallocated Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Tuition/Fee Revenue (c+g below)	\$89,250	\$136,575	\$185,700	\$189,300	\$241,500
a) # F/T Students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
b) F/T Annual Tuition/ Fee Rate	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
c) Total F/T Revenue (a x b)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
d) # P/T Students	10	15	20	20	25
e) Credit Hr. Rate	\$595.00	\$607.00	\$619.00	\$631.00	\$644.00
f) Annual Credit Hr.	15	15	15	15	15
g) Total P/T Revenue (d x e x f)	\$89,250	\$136,575	\$185,700	\$189,300	\$241,500
3. Grants, contacts, & other external sources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Other Sources (registration Fee \$585 per year)	\$5,850	\$8,775	\$11,700	\$11,700	\$14,625
TOTAL (add 1-4)	\$95,100	\$145,350	\$197,400	\$201,000	\$256,125

Budget Narrative:

- No reallocated funds. Faculty in the program teach as part of their regular assigned load.
- No full-time students in the program. Part-time tuition calculated as cost per credit hour x number of annual credits x number of students enrolled.
- No funding from external or other sources.
- Tuition rate increase is calculated at a 2% increase.
- A registration fee of \$195.00 is charged for Fall, Spring and Summer term registrations.

Post Bachelor's Certificate (PBC) in Leadership in Teaching: SEL and Flourishing Proposal

Table 2: Program Expenditures and Narrative Rationale

TABLE 2: EXPENDITURES					
Expenditure Categories	2020-21	2021-22	2022-23	2023-24	2024-25
1. Faculty (b + c below)	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650
a) # FTE	.25	.25	.25	.25	.25
b) Total Salary	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650
c) Total Benefits	\$0	\$0	\$0	\$0	\$0
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a) # FTE	\$0	\$0	\$0	\$0	\$0
b) Total Salary	\$0	\$0	\$0	\$0	\$0
c) Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support staff	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses course development	\$0	\$0	\$0	\$0	\$0
8. TOTAL (add 1-7)	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650
Net Revenue	\$92,450	\$142,700	\$194,750	\$198,350	\$253,475

Budget Narrative:

- a. Adjunct faculty are paid a stipend of \$2,650 per course

M. ADEQUACY OF PROVISIONS FOR EVALUATION OF THE PROGRAM

This program will be evaluated consistent with university, state, and national standards under the School of Education's annual assessment process and in keeping with the requirements of the Notre Dame of Maryland annual assessment process and requirements.

In addition, these courses are currently existing courses within the School of Education's MSDE and MHEC approved masters and doctoral programs.

N. CONSISTENCY WITH STATE MINORITY ACHIEVEMENT GOALS

The BPC program will use a holistic admissions process that fairly supports a diverse student body. The proposed PBC program uses a holistic admissions process in keeping with the university's admissions process to support access of a diverse student population to this program. Currently the majority of the School of Education student population comes from Baltimore City and surrounding counties and represents some of the most diverse programs at the university.

O. RELATIONSHIP TO LOW PRODUCTIVITY PROGRAMS IDENTIFIED BY THE COMMISSION

This program has no relationship to low productivity programs identified by the Commission.

P. IF PROPOSING A DISTANCE EDUCATION PROGRAM, PLEASE PROVIDE EVIDENCE OF THE PRINCIPLES OF GOOD PRACTICE

Post Bachelor's Certificate (PBC) in Leadership in Teaching: SEL and Flourishing Proposal

In accordance with the Principles of Good Practice as outlined in COMAR 13B.02.03.22C, any online aspects of the program curriculum of the PBC program will meet the same level of rigor and follow the same administrative structures and class policies as face-to-face content.

NDMU utilizes a modified Quality Matters™ standards of online curricular design. All faculty hired to teach in the PBC program and prior to offering fully courses online, faculty will provide either proof of experience with online teaching and/or will receive educational sessions with the online platform and tools if these tools are unfamiliar. The vast majority of full-time education faculty are adept with online pedagogy. Adjunct faculty will be paired with a full-time faculty member who consistently uses principles of best practice for online teaching and learning.

Regular educational sessions in the teaching/learning management platform, online course design, design of learning objects, and online course management will be available. An instructional designer will work with faculty prior to launch and during the first year of the launch to ensure the online curriculum design is consistent throughout each course and incorporates the mission components of NDMU. NDMU employs several instructional designers to assist faculty with curricular design.

There exists a broad library of internally developed video tutorials to guide faculty and their use of the Learning Management system, Brightspace, as well as access to a global community of tutorial resources available to all faculty. Below are some examples: Workshops (recordings)

1. Brightspace Learning Environment (2:43 minutes) - <https://youtu.be/ysM2cc2zIPM>
2. Introduction to Brightspace Interface and Navigation (56 minutes) - https://youtu.be/7vtkEvL_h3o
3. Brightspace Content Tool (student view): (1:45 minutes) - <https://youtu.be/lZtzwWJnIXU>
4. Use and Modify Class Progress Reports (2 minutes) - https://youtu.be/ju_TKT5WgTM
5. Customize Individual User Progress Reports (2.5 minutes) - https://youtu.be/ju_TKT5WgTM
6. Understanding the Brightspace Gradebook (2.5 minutes) - <https://youtu.be/51yxwGJ-SYs>
7. Link Course Activities to your Gradebook (2 minutes): this is useful if you have created assignments, activities, or discussions that do not yet have grade items in the gradebook...anything that will be graded needs to be associated to a grade item and category. https://youtu.be/IRdoP_9k44w
8. Create a new Topic/Module in Brightspace (2 minutes): insert stuff (like files, videos, images) <https://youtu.be/AjNUuBIWRL4>
9. Create a New Quiz (2:32 minutes) - <https://youtu.be/1JLbaU2Zc1E>
10. Create an Assignment (2 minutes) - <https://youtu.be/UAhn8imeI4k>
11. Create a Brightspace Discussion Forum (3 minutes): and then Create a Discussion Topic (2 minutes) Remember: all discussion topics must belong to a discussion forum. The forum is just the room and the topics are the conversations that take place within the room...in one room you can have as many conversations as you want. <https://youtu.be/l1Q7FV7NPfK> and <https://youtu.be/6rgdIXf75Us>
12. Introduction to Brightspace Interface and Navigation (56 minutes) - https://youtu.be/7vtkEvL_h3o
13. Building Course Content in Brightspace (56 minutes) - <https://youtu.be/d-z1aRumPWU>
14. Brightspace Gradebook (47 minutes) - https://ndmu.zoom.us/rec/share/zpc4Gqq3ERQTtVJgRkBhXiB4rK-9-Jmybvs7OnQXgxGY-JU_jhUc-p6RXP9OfaqY.zNdxAPwevVkp1GHG?startTime=1604596598000
15. Brightspace Learning Environment (2:43 minutes) - <https://youtu.be/ysM2cc2zIPM>

Post Bachelor's Certificate (PBC) in Leadership in Teaching: SEL and Flourishing Proposal

16. Introduction to Brightspace Interface and Navigation (56 minutes) - https://youtu.be/7vtKEvL_h3o
17. Brightspace Content Tool (student view): (1:45 minutes) - <https://youtu.be/IZtzwWJnIXU>
18. Use and Modify Class Progress Reports (2 minutes) - https://youtu.be/ju_TKT5WgTM
19. Customize Individual User Progress Reports (2.5 minutes) - https://youtu.be/ju_TKT5WgTM
20. Understanding the Brightspace Gradebook (2.5 minutes) - <https://youtu.be/51yxwGJ-SYs>
21. Link Course Activities to your Gradebook (2 minutes): this is useful if you have created assignments, activities, or discussions that do not yet have grade items in the gradebook...anything that will be graded needs to be associated to a grade item and category. https://youtu.be/IRdoP_9k44w
22. Brightspace Community Resource Library - <https://community.brightspace.com/s/>

Students enrolled in online courses are provided information prior to enrollment about hardware, software, and technical requirements prior to admission. The orientation at the beginning of the program verifies student identity and provides student ID badges needed for course enrollment and participation, as well as engages students in a sample online course with introduction to online services. Students enrolled in online courses receive reasonable and adequate access to the range of student services, and a 24-hour help desk to support their education activities.

All students, regardless of the modality of content delivery have access to advisors to support clarity of curricular and online community expectations, access to library resources, e-books, and databases, and access to faculty, advisors, and support services. Students may utilize Brightspace related tutorials located on YouTube.

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